

Lauren H. Bryant

Research Scholar, The Friday Institute for Educational Innovation
Senior Research Fellow, the SMART Collaborative
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Education

Ph.D.	Virginia Tech Curriculum and Instruction Specialization: Educational Psychology	2012
M.A.	Virginia Tech Curriculum and Instruction Specialization: Educational Psychology	2009
B.S.	Virginia Tech Human Development <i>Magna Cum Laude</i>	2006

Professional Experience

2012 – North Carolina State University, Raleigh, North Carolina
Current Research Scholar, Friday Institute Evaluation Team

- Serve as a team co-leader for the North Carolina Digital Learning Plan Project
 - Work with a large team to draft the Digital Learning Plan for the state of North Carolina
 - Collaborate to plan and design needs assessment and asset/capacity building framework to analyze the current state of digital learning in North Carolina
 - Co-lead a work team focused on human capacity in relation to digital learning
 - Participate in a work team focused on the design and implementation of qualitative and quantitative data collection and reporting, using a combination needs assessment/asset inventory framework
 - Collaborate and communicate with stakeholders at the state, district, and school level
 - Supervise two undergraduate staff members to harvest and provide data to work teams
- Serve as team member for the Math and Science Partnership (MSP) Students Discover Project
 - Develop framework for scale evaluation to guide future scale work
 - Lead the use social network analysis to study the project team social network to inform both the study of scale and the implementation of future MSP projects

- Conduct scale research to determine how classroom-based citizen science lessons, developed collaboratively by teachers and scientists, can be scaled to other classroom contexts
- Conduct observations of lesson development and implementation
- Work collaboratively with a large, multi-institution team
- Disseminate findings
- Serve as Project Lead for the evaluation of the Adaptive Learning Spaces and Interactive Content Environments (ALICE) project
 - Use Developmental Evaluation to collaborate with an interdisciplinary team to develop a preliminary model for interactive digital environments in a library context.
- Serve as Project Lead for Race to the Top Statewide Professional Development Evaluation
 - Plan and design the formative and summative evaluations
 - Design and implement qualitative and quantitative measures
 - Lead a team to collect quantitative and qualitative data through interviews and observations across the state
 - Analyze qualitative and quantitative data from surveys, interviews, focus groups, observation protocols, and document reviews
 - Collaborate with stakeholders at the state, district, and school level
 - Write reports while maintaining established deadlines
- Served as Participant liaison and project member on Collaborating to Build Action plans for Learning Technologies (COBALT)
 - Worked with district-level staff to help develop their data literacy and evaluation capacity
 - Provided support to district-level staff implementing the School Technology Needs Assessment (STNA) and interpreting the resultant data
 - Used design-based research and rapid response evaluation methods to inform and improve the COBALT model
- Contribute to the body of knowledge on educational evaluation
 - Present findings to various stakeholders, including the North Carolina State Board of Education, the North Carolina Department of Public Instruction, researchers, district-level administration, principals, and teachers
 - Build team capacity to undertake innovative evaluation approaches, such as scale evaluation and developmental evaluation
 - Lead manuscript development

2013-
Current North Carolina State University, Raleigh, North Carolina
The Social, Motivation, and Achievement Research Team (the SMART Collaborative),
Senior Research Fellow

- Work with SMART Collaborative members to conduct motivation research and sponsor research-based initiatives in K-16 education settings, including the following activities:
 - Produce scholarship on the ways in which the academic and social dimensions of schooling environments explain student motivation
 - Provide educators with materials that present recent motivation findings in an easily digestible format
 - Developing passionate high school, undergraduate, and graduate students into skilled researchers who are able to communicate their scientific discoveries to

- the public
 - Mentor graduate and undergraduate student members
 - Provide feedback on article drafts, dissertation chapters, and curriculum vitae
 - Scaffold student members' understanding and application of quantitative and qualitative methodology
 - Work with principals and teachers to improve educators' capacity to use data on student motivation to improve student academic outcomes
 - Collect and use data to collaborate with teachers and develop concrete action plans to influence student motivation in the classroom
 - Provide workshops for school staff to address student motivation at the school level
 - Work with high schools to improve students' understanding and application of quantitative and qualitative methodology and positively impact students' 21st century skills.
 - Develop a framework for utilization-focused motivation research, to address the issue of relevance for practice in motivation
- 2012 – North Carolina State University, Raleigh, North Carolina
2015 ePortfolio: A Search for Empirical Support, Co-Developer
- Disseminated findings from a review of ePortfolio research and literature in a way that is widely accessible
 - Findings from the review indicated both a lack of empirical evidence for ePortfolio and the inaccessibility of the seminal pieces that do exist
 - Bridged the gap between researchers and practitioners by developing a web-based interface where ePortfolio implementers can find evidence on empirical outcomes and best practices
 - Collaborated with staff at Virginia Tech to develop and implement the web-based interface
 - Worked with educators locally and nationally to update site information and usability
 - Presented findings at AAC&U Eportfolio Forum, January 2015
- 2010 – Virginia Tech, Blacksburg, Virginia
2012 Faculty Development Fellow, Center for Instructional Development and Educational Research (CIDER - <http://www.cider.vt.edu/>; <http://www.cider.vt.edu/bryant.html>)
- Co-Chair for CIDER's *Conference on Higher Education Pedagogy* (<http://www.cider.vt.edu/conference/>)
 - Worked with conference chair to organize conference logistics and distribute conference materials for approximately 600-800 conference participants
 - Reviewed conference submissions
 - Generated external sponsorships
 - Managed the conference's free printing service for poster presenters
 - Developed guidelines for poster creation and submission
 - Managed CIDER's Thank-a-Teacher Program
 - Promoted the program across campus through several different media outlets and partnerships
 - Monitored and process Thank-a-Teacher submissions
 - Developed Thank-a-Teacher web interface
 - Managed CIDER's Teacher of the Week Program (<http://www.cideronline.org/teacheroftheweek/nomination1.cfm>)

- Promoted the program to faculty groups across campus
- Managed the program's web interface
- Managed program submissions and coordinate with nominated faculty
- Conducted Formative Evaluations for Virginia Tech instructors (<http://www.cider.vt.edu/evaluations.html>)
- Developed and implemented the Self-Evaluation of Teaching Program
 - Researched and developed guidelines to take instructors through the process of both qualitative self-reflection and quantitative self-assessment through survey.
 - Developed workshops to disseminate Self-Evaluation of Teaching techniques to campus faculty
- Aided in the development and implementation of the Early Pedagogical Development Program (EPDP)
 - Researched and developed the Faculty Peer Review component of the EPDP
 - Collaborated with administrators of teaching and learning centers at the University of North Carolina – Chapel Hill, the University of North Carolina – Asheville, and Western Carolina University with the purpose of sharing understandings of best practices for faculty peer review programs.

2011 – Virginia Tech, Blacksburg, Virginia
 2012 Graduate Assistant, College of Agriculture and Life Science (CALs)

- Developed a literature review integrating the bodies of knowledge on collaborative and interdisciplinary teaching practices in higher education for the project *Transforming Agricultural and Life Science Education: Exploring the Role of Collaborative-based Curriculum and Instruction to Enhance Interdisciplinary Teaching and Learning*, funded by a CALs Integrated Internal Competitive Grants Program.
- Worked with six faculty members to develop a Qualtrics survey to explore the use and barriers to use of collaborative and interdisciplinary teaching methods on the Virginia Tech campus.
- Analyzed open-ended survey responses to develop focus group protocol.
- Co-conducted focus groups to explore Virginia Tech faculty's experience with interdisciplinary collaborative teaching
- Analyzed focus group transcripts using Atlas.ti for themes emerging within a theoretical framework.
- Led manuscript development and submission to disseminate findings.

2010 – Virginia Tech, Blacksburg, Virginia
 2011 Research Assistant, Department of Engineering Education

- Worked as a research assistant on the grant-funded project *A Mixed-Methods Study of the Effects of First-Year Project Pedagogies on the Retention and Career Plans of Women in Engineering*, (National Science Foundation, \$492,637).
- Use semi-structured interviews to explore students' experiences in first-year design courses at Virginia Tech and Georgia Tech with the purpose of understanding the retention of female engineering students.
- Collaborated with Georgia Tech faculty to recruit Georgia Tech biomedical engineering students for the quantitative survey phase of the project.

Refereed Publications and Technical Reports

- Doolittle, P., Bryant, L., & Chittum, J. (In press). Effects of degree of segmentation and learner disposition on multimedia learning. *British Journal of Educational Technology*.
- Smart, A., Bryant, L., Kellogg, S., Corn, J., Weiss, S., Parker, B., Ramirez, A., & Walton, M. (2015). Fourth Annual Race to the Top Professional Development Evaluation Report. *Consortium for Educational Research and Evaluation – North Carolina*. Available at <http://cerenc.org/wp-content/uploads/2015/03/0-FINAL-Final-Annual-RttT-PD-Report-3-5-15.pdf>
- Chittum, J., & Bryant, L. (2014). Reviewing to learn: Graduate student participation in the professional peer-review process to improve academic writing skills. *International Journal of Teaching and Learning in Higher Education*, 26(3), 473-484.
- Bryant, L., Niewolny, K., Clark, S., & Watson, C. E. (2014). Complicated spaces: Negotiating collaborative teaching and interdisciplinarity in higher education. *The Journal of Effective Teaching*, 14(2), 83-101.
- Smart, A., Bryant, L., Kellogg, S., Corn, J., Walton, M., Weiss, S., Parker, P., Patel, R., & Maxfield, J. (2014). Third annual Race to the Top Professional Development Evaluation Report. *Consortium for Educational Research and Evaluation – North Carolina*. Available at http://cerenc.org/wp-content/uploads/2011/11/FINAL_DLP-2012-13-Evaluation-Report-11-7-13.pdf
- Bryant, L., Chittum, J. (2013) ePortfolio effectiveness: A(n ill-fated) search for empirical support. *International Journal of ePortfolio*, 3(2), 189-198.
- Corn, J., Bryant, L., Maxfield, J., Walton, M., Patel, R., Weiss, S., Parker, B., & Kellogg, S. (2013). Second annual Race to the Top evaluation report: Statewide face-to-face professional development formative evaluation. *Consortium for Educational Research and Evaluation – North Carolina*. Available at http://cerenc.org/wp-content/uploads/2011/11/2nd-Annual-PD-Report_statewide_02-01-13.pdf
- Corn, J., Smart, A., Bryant, L., Maxfield, J., Walton, M., Patel, R., Pilzer Weiss, S., Parker, B., & Kellogg, S. (2013). Second annual Race to the Top evaluation report: Local outcomes baseline study. *Consortium for Educational Research and Evaluation – North Carolina*. Available at http://cerenc.org/wp-content/uploads/2011/11/2nd-Annual-PD-Report_local-outcomes_02-01-13.pdf
- Jones, B., Epler, C., Mokri, P., Bryant, L., & Paretto, M. (2013). The effects of a collaborative problem-based learning experience on engineering students' motivation. *Interdisciplinary Journal of Problem-based Learning*, 7(2), 34-71.
- Jones, B. D., Bryant, L., Snyder, J., & Malone, D. (2012). Preservice teachers' implicit theories of intelligence. *Teacher Education Quarterly*, 39(2), 87-101.
- Bryant, L. (2011). Mixed method studies in educational research: A content analysis. *Journal of Research in Education*, 22(1), 82-98.

Bryant, L. (2011). A re-examination of the argument against problem-based learning in the classroom. *Journal of Research in Education, 21*(2), 157-170.

In Preparation

Bryant, L., Chittum, J., Ruff, C., & Gray, D. (2015). *Toward a utilization-focused model of motivation research: How motivation can begin to answer the important questions*. Manuscript in preparation.

Bryant, L., Wolf, M., Acree, L. (2015). *Where have all the teachers gone? The state of the educator pipeline in North Carolina*. Manuscript in preparation.

Bryant, L., Smart, A., & Ruth, T. (2015). *Training-the-trainer for teacher professional learning: What do we really know?* Manuscript in preparation.

Gray, D., Bryant, L., Hill, L., Zimmerman, S., Allen, K., & Wornoff, J. (2015). *What we do and should know about students' desires to "stand out" and "fit in" at school*. Manuscript submitted for publication.

Bryant, L., & Smart, A. (2015). *Looking back on Year One: Educator perspectives on the Common Core after a year of implementation*. Manuscript in preparation.

Presentations

Gray, D., Hill, L., Wornoff, J., Bryant, L., Jackson, L., & Johnson, O. (2015). Is fitting in at school always good? Gender differences in cardiovascular activity among African-American adolescents. Presented at the 2015 annual meeting of the American Educational Research Association, Chicago, IL.

Kellogg, S., Smart, A., Pilzer Weiss, S., Bryant, L., Hawley, J., & Lorion, R. (2015). Assessing the impact of Race to the Top: A multi-state perspective on lessons learned. Presented at the 2015 annual meeting of the American Educational Research Association, Chicago, IL.

Chittum, J. R., Woodyard, J. M., & Bryant, L. H. (2015, February). *ePortfolio: Introducing a web-based tool for accessing and utilizing the scholarly evidence*. Paper presented at the annual Conference on Higher Education Pedagogy, Blacksburg, VA.

Chittum, J. R., Woodyard, J. M., & Bryant, L. H. (2015, January). *ePortfolio effectiveness: A tool for accessing and utilizing the evidence*. Paper presented at the annual meeting of the American Association of Colleges & Universities, Forum on Digital Learning and E-Portfolios, Washington, DC.

Bryant, L., & Smart, A. (2014). Looking back on Year One: Teachers' and principals' perspectives on the Common Core after a year of implementation. Poster presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.

Chittum, J., & Bryant, L. (2014). ePortfolio effectiveness: A conversation on accessing the evidence. Session presented at the 2014 Conference on Higher Education Pedagogy, Blacksburg, VA.

- Bryant, L., Walton, M., & Stewart, Y. (2013). Altogether now: Preparing North Carolina educators for the Common Core Standards. Poster presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Bryant, L., Jones, B., & Wilkins, J. (2013). Rural middle school students' beliefs about science ability: Examining a network of motivational variables. Poster presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Bryant, L., & Chittum, J. (2013). Popularity vs. pedagogy: What do we know about ePortfolio? Paper presented at the 2013 Conference on Higher Education Pedagogy, Blacksburg, VA.
- Corn, J., Smart, A., Bryant, L., & Kellogg, S. (2012). North Carolina Race to the Top: An ecological evaluation of professional development. Paper presented at the 2012 Learning Forward Conference, Boston, MA.
- Chittum, J., & Bryant, L. (2012). Reviewing to learn: Can critiquing peer-review manuscripts improve graduate student academic writing skills? Paper presented at the 2011 Eastern Educational Research Association Annual Conference, Hilton Head, SC.
- Bryant, L., Broyles, T., Niewolny, K., Clark, S., Drezek McConnell, K., Watson, E., & Doolittle, P. (2012). Collaborative Teaching at a Large Research University: Obstacles and Opportunities. Paper presented at the 2012 Conference on Higher Education Pedagogy in Blacksburg, VA.
- Burrows, T., Ruff, C., & Bryant, L. (2012). Evaluating Educational Programs: Framing and Pinpointing the Guiding Questions. Paper presented at the 2012 Conference on Higher Education Pedagogy in Blacksburg, VA.
- Ruff, C., Burrows, T., & Bryant, L. (2012). Dialogue of Practices and Pitfalls in Common Reading Program Assessments. Paper presented at the 31st Annual Conference on The First-Year Experience in San Antonio, TX.
- Broyles, T., Clark, S., Niewolny, K., Watson, E., Doolittle, P., Bryant, L., & Grace, P. (2011). *CT: The Good, the Bad, and the Ugly?* Paper presented at the 2011 Lilly Conference on College and University Teaching in Bethesda, MD.
- Jones, B. D., Bryant, L., Epler, C., Mokri, P., & Paretti, M. C. (2011, May). *Engineering students' engagement in a problem-based learning project*. Poster presented at the annual meeting of the Society for the Study of Motivation, Washington, DC.
- Jones, B. D., Bryant, L. H., Snyder, J. D., & Malone, D. (2011, April). *Intelligence beliefs of preservice and inservice teachers*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Bryant, L. (2009, February). *High school graduation exams and state drop-out rates: determining the existence of a positive correlation*. Paper presented at the 2009 Eastern Educational Research Association Annual Conference, Sarasota, FL.
- Bryant, L. (2009, February). *Understanding educational psychology research*. Paper presented at the 2009 Eastern Educational Research Association Annual Conference, Sarasota, FL.

Grant Activity

Gray, D., & Bryant, L. (2013). Developing the Pre-College Research Training Academy (ReTA): A Pipeline Mentoring Initiative. North Carolina State University, Office of the Provost through the Vice Provost for Institutional Equity & Diversity. \$3,000/1 year.

Recognition and Service

2011 Outstanding Student in Educational Psychology, School of Education, Virginia Tech

Associate Editor, *International Journal of Teaching and Learning in Higher Education*

Teaching Experience

- Spring 2014 Hillside High School, Durham, North Carolina
Facilitator, *iScholar Research Training Workshops*
- Sophomore level workshops designed to improve students' understanding and application of quantitative and qualitative research and generate student interest in STEM fields
- Spring 2014 NC State, Raleigh, North Carolina
Guest Instructor, *Educational Psychology*
- Undergraduate level course on the principles of educational psychology
 - Taught lesson on assessment and accountability in the state of North Carolina
- Fall 2013 NC State, Raleigh, North Carolina
Guest Instructor, *Educational Psychology*
- Undergraduate level course on the principles of educational psychology
 - Taught lesson on assessment and accountability in the state of North Carolina
- Spring 2011 Virginia Tech, Blacksburg, Virginia
Co-Instructor, *College Teaching*
- Graduate-level course on higher education pedagogy
 - Worked collaboratively with two other instructors to develop course assessments and lesson plans
 - Collaboratively implemented instructional time
- Spring 2011 Virginia Tech, Blacksburg, Virginia
Co-Instructor, *Psychological Foundations of Education*
- Undergraduate-level course on the foundational principles of educational psychology
 - Developed course assessments and lessons plans as a collaborative effort with one other instructor
 - Instructional time was collaboratively implemented

Dissertation

Advisor – Brett D. Jones

Dissertation work involved examining the ways that individual learner differences affect student behavior and achievement in the public school system. This dissertation incorporated the application of structural equation modeling to test a motivational model of eight variables and answered the following questions:

1. To what extent are rural middle school students' self-theories of intelligence fixed or malleable in the domain of science?
2. To what extent do rural middle schools students have metacognitive knowledge and skills in the domain of science?
3. Does metacognition mediate the relationship between a malleable belief of intelligence and positive effort beliefs?
4. To what extent does the Blackwell et al. (2007) model fit data obtained from rural middle school students in the domain of science?

Professional Affiliations

- American Educational Research Association
- Learning Forward
- Society for the Study of Motivation
- Eastern Educational Research Association

Innovative Research Methodology Experience

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| Scale Evaluation | <ul style="list-style-type: none"> • Working with a team to develop a framework for scale evaluation. • Framework is being applied, tested, and redesigned through the NSF MSP Students Discover program, a grant to create citizen science lessons to be used in formal classrooms. • Chris Dede as project partner. |
| Developmental Evaluation | <ul style="list-style-type: none"> • Used Michael Quinn Patton's 17 steps of utilization-focused evaluation to create an aligned process for developmental evaluation. • Using developmental evaluation to develop a hybrid makerspace/research lab in a predominantly-minority high school setting. |
| Utilization-Focused Motivation Research | <ul style="list-style-type: none"> • Applied a utilization-focused evaluation lens to create a practical, context-focused approach to motivation research. <ul style="list-style-type: none"> ○ Involves a collaborative team of researchers and practitioners. ○ Takes immediate use as its focus throughout the design, collection, and interpretation process. ○ Also results in important, context-based research findings to contribute to the overall body of knowledge. |
| Needs | <ul style="list-style-type: none"> • Used a combination needs assessment/asset inventory approach to |

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| Assessment/Asset Inventory | <p>assess the state of digital learning in North Carolina for the NC State Board of Education.</p> <ul style="list-style-type: none"> • Jim Altschuldt as consultant. |
| Social Network Analysis | <ul style="list-style-type: none"> • Using SNA to study project team cohesiveness in MSP and scale projects. • Using SNA to study nested learning communities of teachers in NSF MSP Students Discover program. • Alan Daly as project partner. |

Research Experience

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| Quantitative Methods | <ul style="list-style-type: none"> • Forced-entry multiple regression (continuous and categorical variables) • Social Network Analysis • Hierarchical & stepwise regression • Logistic regression • Data cleaning • Independent samples t-test • Instrument development and validation • Structural equation modeling • Confirmatory and exploratory factor analysis • Mediation analysis • SPSS, jMetrik, Winsteps, Qualtrics |
| Qualitative Methods | <ul style="list-style-type: none"> • Semi-structured interviews • Focus groups • Coding & developing categories in large data sets • Field observations • Atlas.ti |